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BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: ☐ 504 plan date: ☐ Team meeting date: 11/15/04

Student Name **Mark P** BD: 3/7/93 Today's Date 11/15/04 Next Review Date 02/15/05

1. The behavior impeding learning is (describe what it looks like) 1) non-attending: sits in sullen manner (scowl on face, downturned mouth, crossed arms); doesn't complete classwork--when given visual-motor tasks of most types 2) aggression: throws things, swipes materials off desk and onto floor
2. It impedes learning because 1) and 2) he is not available to learn new skills 2) others are distracted and afraid of him, afraid of being hit with something, and cannot learn
3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior 1) 3X per day 2) 2 times per week; 1) avg 15 min, 30 min max 2) less than 2 min
☐ reported by classroom teacher and/or ☒ observed by teacher

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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| Observation & Analysis | <p>What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p>5. 1) art or construction activities, writing, math, anything requiring visual-motor skills; transition to new activity before he is ready; substitute teacher; being asked to do something he believes he can't do 2) when he fails to take medication; when he is verbally corrected in front of others</p> <p>What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> <p>6. he doesn't yet have a socially acceptable way to express frustration or desire to escape what he perceives as a difficult task (anything visual-motor)</p> |
| | <p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p>7. both 1) and 2) Give him choices, as from a menu, or alternate activity, let him demonstrate competency/mastery in alternative (oral) manner; give impersonal directives (it's time for art, let's try that another/different way); provide consistent schedule, let him choose when to work on activity, cue substitute expression of needs (use break card), give very specific but minimal praise (he doesn't like to be effusively praised, or singled out in a positive manner); avoid use of verbal "No" or "you're wrong" or any verbal correction in front of others (take him aside for corrections); allow him to use Alphasmart or computer for written work and teach keyboarding</p> <p>Who will establish? teacher Who will monitor? teacher Frequency? min 4X per day</p> |

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

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| Observation & Analysis | <p>Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p>8. 1) he wants to escape visual-motor activities and gain control 2) same, but when there is more tension or reprimand--adds protest</p> <p style="text-align: center;">Accept a replacement behavior that meets same need</p> <p>What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</p> <p>9. 1) escape: student will choose from menu of options for stating his desire to escape task; negotiate amount of work to be completed ahead of time, teacher selects or student self selects certain items out of the full number of problems to do or questions to be answered (every other math problem, only part of an art project at a time), write fewer sentences in a paragraph or fewer paragraphs--use red dots to choose items he won't do (by giving him certain number of red dots, gradually decreasing number over time) 2) gain control or protest-student will use break card and negotiate amount of time with salt bottle timer</p> |
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| Intervention | <p>What teaching Strategies/Necessary Curriculum/Materials are needed? <i>(List successive teaching steps for student to learn replacement behavior(s))</i></p> <p>10. 1) teacher will provide direct instruction in procedure for using menu of options; instruction in how to negotiate length of assignment or number of problems, how to use red dots, followed by practice 2) direct instruction in use of break card</p> <p>Who will establish? teacher Who will monitor? teacher Frequency? 2X/day initially, until he understands, with brief review each morning</p> |
| | <p>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</p> <p>11. Mark will be given extra red dots to be used for placing next to certain questions or problems of his choice, that he then does not have to do; teacher will use consistent but specific minimal recognition (not effusive praise--due to his displeasure at being overpraised). Student will choose: time to read book of his choice, listen to music with headphones, computer time to play games</p> <p>Selection of reinforcer based on: his desire to escape written work; his most frequent free choice activities</p> <p><input type="checkbox"/> reinforcer for using replacement behavior <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? teacher Frequency? end of each completed assignment, or if he wishes, he can add them up for a longer period of free choice time</p> |

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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| <p>What strategies will be employed if the problem behavior occurs again?</p> <ol style="list-style-type: none"> 1. Prompt student to switch to the replacement behavior 2. Describe how staff should handle the problem behavior if it occurs again 3. Positive discussion with student after behavior ends 4. Any necessary further classroom or school consequences <p>12. teacher will acknowledge student's frustration briefly (I can see your're angry/frustrated-), then prompt to make a different choice, or use break card; teacher will develop (with student) and use a "secret signal" to head off escalation; teacher will suggest he use break card to leave room (rather than have him leave on his own) and have him throw balls or ice cubes against cement wall; teacher will meet with student to help him analyze his problem behavior (at a non-problem time)</p> <p>Personnel? teacher</p> |
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OUTCOME PART IV: BEHAVIORAL GOALS

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| <p>Behavioral Goal(s)</p> <p>13. Mark will ask to escape an activity by using break card as taught and practiced in class, a maximum of 4 times per day (instead of inappropriate strategy such as throwing objects or clearing desk)</p> <p>The above behavioral goal(s) are to: <input checked="" type="checkbox"/> Increase use of replacement behavior and may also include:</p> <p><input checked="" type="checkbox"/> Reduce frequency of problem behavior <input checked="" type="checkbox"/> Develop new general skills that remove student's need to use the problem behavior</p> |
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Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described: **Item 9**..... ☒ yes ☐ no

Are environmental supports/changes necessary? ☒ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ☐ yes ☒ no

Are both teaching of new replacement behavior AND reinforcement needed? ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? ☐ yes ☒ no

Person responsible for contact between agencies **N/A**..... ☐ yes ☐ no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14. daily note home with each of 4 periods rated on scale of 1 to 5 (5 highest); when student reaches agreed-upon number of points, parent rewards Mark with activity of his choice from a home menu (or can remove an undesired activity/chore of his choice--such as he doesn't have to put the dinner dishes away)

Between? **teacher & parent** Frequency? **teacher sends home notes very day; parent returns note on Monday stating the reward**

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- ☐ Student **Mark P**
- ☐ Parent/Guardian **Mrs. P**
- ☐ Educator and Title **Mrs. H, 5th grade teacher**
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Administrator **Mr. D, principal**
- ☐ Administrator
- ☐ Other
- ☐ Other